

Consolidated Annual Report, Program Year 2013 - 2014 Maine

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	Improved early warning system to identify and communicate with students in need of academic assistance	College Registration and Advising staff	10-16-15
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	Continued creation of articulation agreements with 4-year institutions requiring completion before transfer	College Career & Transfer Offices	08-31-15
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	Development of more internships for final semester CTE students	College Department Chairs	12-31-15
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore	Expansion of recruitment efforts using alumni to draw realistic pictures of career fields	College Admissions staff	09-30-15

Core Indicator	Disaggregated categories of are not quantifiable.	Action step to be implemented	Staff member	Timeline
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	Increased use of student mentors and faculty advisors	College Department Chairs	07-30-16
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	More connections between students and support staff throughout the student life cycle	College Advising Offices	09-30-15
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	Increased flexibility of lab/class schedules	College Registrars	11-30-15
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	Increased scholarship opportunities	College Financial Aid Offices	06-30-16
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	Outreach to students close to completion and still attending to advise on graduation process, benefits to completion, and remaining requirements	College Advising Offices	03-31-15
2P1	The Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable.	Identification of students no longer attending, who were close to completion to encourage return or collect reverse transfer credits	College Institutional Research and Registrar's Offices	08-31-15
1S1	As Maine is a very non-diverse state, the Race and Ethnicity and Special Populations	In 2012 MDOE CTE launched the Literacy in Maine CTE project by identifying a cohort of ten CTE	CTE Teachers	09-30-18

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable. All Maine grade 11 students are administered the SAT for ELA and Math (with an augmentation) developed by the College Board. The SAT is described as a “reasoning” test, as distinguished from an “achievement” test. Similarly, the reading section is not so much a test of reading comprehension, as it is a test of students’ critical reading skills. Most of the questions require that students go beyond a simple understanding of the text and make some inferences based on what they have read. They need to recognize that there is an author “behind” the reading passage and be able to assess the author’s point of view. Currently the students we are reporting on were administered the SAT in their junior year in late spring 2014. (Maine will be moving to Smarter Balance assessments for Math and English in the near future.) As Maine does not have comprehensive CTE schools, CTE students receive their academic courses at their sending high schools and only their CTE coursework at the CTE schools. This means that our CTE students are tested on Reading/Language Arts and Mathematics before they have completed even one year of instruction in CTE as juniors and students who attend CTE only in their senior year are tested</p>	<p>instructors with previous training in literacy instruction to participate in the Summer Literacy Institute in Augusta, Maine. This work continues within the CTE classrooms as Maine moves to proficiency based education the technical texts standards will be focused on in CTE programs.</p>		

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>before they ever enter the CTE program. This makes it difficult for the CTE schools to have an impact on the students' reading and math skills. In Maine individual school systems are responsible for their own improvement plans. As 90% plus of Maine CTE students enter a career and technical education program at the beginning of grade 11 this gives our CTE directors and instructors little time to make an impact on reading/language arts scores.</p>			
1S1	<p>As Maine is a very non-diverse state, the Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable. All Maine grade 11 students are administered the SAT for ELA and Math (with an augmentation) developed by the College Board. The SAT is described as a "reasoning" test, as distinguished from an "achievement" test. Similarly, the reading section is not so much a test of reading comprehension, as it is a test of students' critical reading skills. Most of the questions require that students go beyond a simple understanding of the text and make some inferences based on what they have read. They need to recognize that there is an author "behind" the reading passage and be able to assess the author's point of view. Currently the students we are reporting on were administered the SAT in their junior year in late</p>	<p>Hold literacy workshops for Directors and teachers. In 2013 and 2014 MACTE (Maine Association of Career and Technical Education) contracted to provide workshops in literacy to CTE faculty and staff. These workshops received rave reviews from attendees. CTE has very little educational time to change the testing scores for students, but what little time we have is used to the fullest to help students succeed on whatever path they choose.</p>	MDOE, MACTE, CTE Directors	12-30-15

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	<p>spring 2014. (Maine will be moving to Smarter Balance assessments for Math and English in the near future.) As Maine does not have comprehensive CTE schools, CTE students receive their academic courses at their sending high schools and only their CTE coursework at the CTE schools. This means that our CTE students are tested on Reading/Language Arts and Mathematics before they have completed even one year of instruction in CTE as juniors and students who attend CTE only in their senior year are tested before they ever enter the CTE program. This makes it difficult for the CTE schools to have an impact on the students' reading and math skills. In Maine individual school systems are responsible for their own improvement plans. As 90% plus of Maine CTE students enter a career and technical education program at the beginning of grade 11 this gives our CTE directors and instructors little time to make an impact on reading/language arts scores.</p>			
1S1	<p>As Maine is a very non-diverse state, the Race and Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable. All Maine grade 11 students are administered the SAT for ELA and Math (with an augmentation) developed by the College Board. The SAT is described as a</p>	<p>Complete the academic intersection process for two pilot programs. In spring of 2014 a team of CTE teachers, a Director, and 3 state level staff attended the Common Core Literacy conference in New York to move the academic Crosswalk process forward. This crosswalk, now referred to as the academic intersection, will link the Common Core State Standards which were adopted in</p>	<p>MDOE, CTE teachers, Academic teachers</p>	<p>09-30-15</p>

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	program at the beginning of grade 11 this gives our CTE directors and instructors little time to make an impact on reading/language arts scores.			

Local Program Improvement Plans

Secondary: Out of the 27 secondary schools, below is a list of the accountability measures that each school did not meet within 90%. As a State, secondary in Maine only missed 1S1. Most individual secondary schools have difficulty meeting the academic measures 1S1 and 1S2 as the students are not in CTE long enough to reflect changes on these measures. Maine continues to offer literacy workshops, and in spring 2015 work will begin to develop academic intersections within CTE programs that meet some of the proficiency based diploma standards.

- Augusta - Capital Area Technical Center - 6S1, 6S2
- Bangor - United Technologies Center - Region 4 - 3S1
- Bath - Bath Regional Career and Technical - 1S2, 2S1, 6S1, 6S2
- Brunswick - Maine Reg. Ten Technical High School - Region 10 - 1S1, 1S2, 2S1, 3S1, 6S1
- Calais - St. Croix Regional Technical Center - 1S1, 6S2
- Dexter - Tri-County Technical Center - 1S2, 2S1
- Ellsworth - Hancock County Technical Center - 2S1, 3S1, 6S2
- Frenchville - St. John Valley Technology Center - 1S1, 6S1
- Lewiston - Lewiston Regional Technical Center - 3S1
- Lincoln - Northern Penobscot Tech.-Region 3 - 6S1, 6S2
- Machias - Coastal Washington County Institute of Technology - 2S1
- Mexico - School of Applied Tehnology - Region 9 - 1S1, 1S2, 2S1, 6S1, 6S2
- Naples - Lake Region Vocational Center - 1S1, 1S2, 2S1
- Norway - Oxford Hills Technical School -Region 11 - 1S1
- Portland - Portland Arts & Technology High School - 1S2, 2S1, 6S1, 6S2
- Presque Isle - Presque Isle Regional Career and Technical Center - 1S1
- Rockland - Mid-Coast School of Technology -Region 8 - 2S1
- Sanford - Sanford Regional Vocational Center - 6S1, 6S2
- Skowhegan - Somerset Career & Technical Center - 2S1
- Waldo - Waldo County Technical Center -Region 7 - 1S1, 1S2, 2S1, 3S1, 6S1
- Waterville - Mid-Maine Technical Center - 1S2, 2S1, 6S1

Postsecondary: For this reporting cycle, three of our seven postsecondary recipients did not meet at least 90% of an agreed upon local adjusted level of performance. At KVCC, measure 5P2 was not met, and at SMCC and WCCC measure 2P1 was not met. Improvement plans have been put into action and will continue for 2P1 at SMCC and WCCC. An improvement plan for KVCC related to 5P2 will be implemented at the local level.